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ABSTRACT

The role of English in Turkey is discussed, with attention directed to: (1) education within the educational system, (2) English teachers, (3) teaching materials, (4) English outside the educational system, and (5) British and American support for the teaching of English. Although English is not used as a means of social communication in Turkey, it is the main language for international communication and is used for instruction at some universities and a number of state and private schools. English is taught at the primary level at some private schools. There is a serious shortage of foreign language teachers for secondary schools, particularly in English. At the intermediate and secondary levels, students are obliged to study a foreign language, and two-thirds take English. The English-medium universities provide an intensive one-year preparatory course for prospective freshman. In addition, a state language school provides government employees with intensive English language instruction. Lists are appended of English-teaching institutions under the following categories: (1) English-medium universities giving intensive English preparation, (2) university departments of English and literature, (3) university departments with a teacher-training component, (4) teacher training institutes, (5) university departments or schools giving foreign language courses, (6) university-level academies of architecture/engineering and economic/commercial science, (7) state secondary schools, (8) various types of private schools, (9) military secondary schools, (10) government institutions, and (11) British language schools. (SW)

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ENGLISH LANGUAGE TEACHING PROFILE

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COUNTRY: Turkey

February, 1980

1. Role of English

1.1 General The role of English in Turkey is related directly to Turkey's position as a developing country. English, more than other foreign languages, offers access to knowledge and expertise which is essential to the country's development. Neither English nor any other foreign language is used as a means of social communication within Turkey but English is used as the main language for international communication by diplomats, administrators, scholars, businessmen and the armed forces. There is growing concern about the need for the assimilation of technical literature at all levels.

1.2 Universities English is used as the medium of instruction at the Middle East Technical University, Ankara and Gazianten, and at Bogazici University (formerly Robert College) in Istanbul. It is also used as the medium of instruction in the medical faculty of Hacettepe University, Ankara. There are schools of foreign languages at the Turkish-medium universities, which give courses in English language (sometimes also in French and German) for the first year or two of undergraduate studies. Some schools run courses for postgraduates and academic staff.

1.3 Other tertiary institutions Foreign language schools or departments also exist at various academies (especially of commerce and administration), but little use is made of English for study purposes.

1.4 Schools English is used as the medium of instruction at a number of state and private schools. Turkish is required for such subjects as Turkish history, culture and social sciences. This in practice means that it is mathematics and science which is taught in English. There are five private schools run by the 'Turkish Educational Foundation', the best-known being Ankara College; four private schools run by American groups; and the two English high schools (boys' and girls') in Istanbul, which have recently been taken over by the Ministry of Education. After these come an increasing number of other private schools which now exist in most large towns. Of the state schools, the Fen Lise (state science school) is secondary only. The 11 Anadolu Lises (state language schools) have intermediate (orta) and secondary (lise) sections. Many of the private schools have primary departments where English is taught as a subject, and a preparatory department to prepare pupils for intermediate (orta) school.

1.5 It was decided some years ago that military secondary schools would become English-medium institutions. There are now three of them and two are English medium.

2. English within the Educational System

2.1 Primary Only taught in those private schools which have primary departments. Textbooks are chosen by the schools, which also conduct their own tests.

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2.2 Intermediate and secondary All pupils of intermediate (orta) and secondary (lise) schools are obliged to study a foreign language. In state schools, English, French and German are offered. In practice more than two-thirds opt for English, which is indeed the only foreign language in many schools. Where a school offers other languages, students are often drafted to them unwillingly in order to reduce the size of the English classes.

The schools which use English as a medium of instruction (see 1.4 above) give an intensive preparatory year (25 hours a week), and continue to give nine hours a week throughout the rest of the course. Exceptions are the Fen Lise (state science lise), which being secondary only receives students already proficient, and the English high schools in Istanbul which give a two-year preparatory course.

The other intermediate and secondary schools follow a standardised programme through the three years of intermediate (orta), during which they give three hours (3 x 45 minutes) language teaching a week. Secondary schools (lise) divide into:

2.2.1 Normal lises, in which the students are further divided between

i. Science stream receiving four hours' language a week

ii. Arts stream, receiving five hours a week

2.2.2 Technical and vocational lises, including technical, commercial, religious and special profession lises. These give two hours a week.

2.2.3 Primary teacher training lises, which give four hours a week.

All lises give three-year courses.

English-medium schools choose their own textbooks, subject to ultimate Ministry approval. For all other schools, books are prescribed by the Ministry of Education.

There is no special emphasis on English in the examinations set in non-English-medium schools. Work done throughout the year in each subject is aggregated to give a pass or fail mark in each subject, and those found deficient have to do extra courses in the summer and make-up examinations before the start of the next school year. The tests are set by the teachers in each school. This also applies to English-medium schools. Those who succeed in all courses are awarded a lise diploma, which entitles the holder to sit the Inter-University Student Selection Examination (ISSE). This examination is not specially concerned with language proficiency. The English-medium universities give their own grading examination, which determines whether students can go to major studies without doing the preparatory course (see 2.3 below).

There is a small group of Ministry of Education Inspectors, who visit classes and also attend in-service summer schools as observers. They recommend teachers for attendance at summer schools. The Ministry of Education keeps records of teachers with gradings obtained from summer school and other reports.

English literature is not taught as a separate subject at school level, although English-medium schools do in fact include the study of some literary texts in their secondary (lise) programme.

There is no differentiation between the English courses given at normal lises, and those at technical/vocational ones.

2.3 Universities and other tertiary institutions The English-medium universities (Middle East Technical, Bogazici and Hacettepe (medical only), give an intensive one-year preparatory course for intending freshmen. An initial grading test exempts some (nearly all graduates of English-medium schools) from this course, and divides the rest into streams, who follow courses of differing levels. The better streams are offered material more relevant to their intended major subject courses. (See 4.2 below.) Even after the preparatory year, students who have not been to English-medium schools find it hard to cope with study through English, and there are continual complaints from the university departments about this. Some university lecturers disregard the rules and teach in Turkish. However, the overall effect of the preparatory year and four years of study through English make the majority of students competent on linguistic grounds to continue their education in English-speaking countries.

The English-medium universities also offer English teaching in the freshman year. This varies in content and compulsoriness. In some cases study is made of technical texts.

The other universities, and the commercial and other academies, give all students a maximum of four hours foreign language (usually English) a week, in the first year or two of their course. There is some effort now to coordinate the English courses with the students' supposed study requirements, although many students are not convinced as to the importance or relevance of a foreign language when Turkish is the medium of instruction for the first degree.

The schools/departments of foreign languages carry no weight when it comes to enforcing standards, attendance, or class organisation. The directors of these schools/departments are usually not language teachers themselves, but faculty teachers. In some places, special courses are arranged for postgraduate students and university staff who need English for their theses.

English literature is a main degree subject at the universities of Ankara, Istanbul, Erzurum, Hacettepe, Konya, Ege (Izmir) and Bogazici. Only Hacettepe (in Ankara) and Bogazici (in Istanbul) insist that entrants to their English departments must, if found initially inadequate, pass through a preparatory course. Standards at the other universities are therefore low, although they are kept higher than one would otherwise expect by the large numbers of female graduates of English-medium schools who opt for these courses. University departments choose their own textbooks and set their own internal examinations. The courses last four years.

2.4 Adults The State Language School in Ankara provides government employees with intensive English language tuition, of mediocre quality. The Turco-British and the Turkish American Associations in Ankara and Istanbul also provide organisations and firms with intensive tuition for their employees. There are many small private language schools, including two associated with International House, in Ankara and Izmir.

3. Teaching Cadre

3.1 Schools There is a serious shortage of foreign language teachers for secondary schools, particularly in English. Ministry of Education statistics suggest that allowing an average of 40 students to a class, there is currently a shortfall of about 3000 trained teachers of English. Although some important steps have been taken to reduce the gap, it is far from clear whether they will be ultimately effective. The main source of intermediate and secondary school English teachers is the teacher training institutes (Egitim Enstitusu). These give a three-year course to lise-leavers, which qualifies graduates to teach in intermediate schools. The course has now become a four-year one (as from 79/80 academic year), and the Ministry plans to raise the institutes to university-level. In practice, a very large number of institute graduates actually teach in secondary. Teachers for the secondary level are supposed to be supplied by the university departments of English language and literature and by the higher schools of foreign languages in Istanbul and Erzurum. University students who wish to become qualified teachers are supposed to take supplementary courses in education which lead to a teaching certificate. These are taken in the same four-year period as their degree studies.

Except for a proportion of government scholarship holders, students of institutes and universities have no obligation to teach. Even where they are so obliged, they can compound for a cash payment. Heavy wastage is normal. It should be added that the teacher training institute programme has been severely disrupted over the last two or three years by political agitation, and the most recent graduates have been awarded teaching diplomas after barely more than three months actual training (spread over three years). The shortfall in active output from the institutes and universities leads to the use, already noted, of institute graduates in secondary classes. At the other end of the course, intermediate classes are very often taught by unqualified people, contracted for limited periods by headmasters, or simply not taught at all.

The courses at the teacher training institutes tend to be couched in vague enough terms to be interpreted according to the opinions currently prevailing in each. Methodology and practice teaching are weak points, remaining theoretical, and showing no awareness of the need to inculcate teaching skills, either in general or in particular application to the course the graduates will have to teach. The supplementary courses offered by the university departments of language and literature include practically no methodology or practice teaching.

Besides the institutes and language-literature departments, graduates qualified to teach secondary are also produced by the higher school of foreign languages, Erzurum University, which grew out of a service-English department. Its standard is low. The higher school of foreign languages at Istanbul University produced its first graduates qualified to teach secondary classes in 1976, and has had a politically disturbed history. It remains an institution of potential, however.

The Ministry of Education, in an attempt to close the increasing gap in teacher supply, has tried a number of expedients in the last few years:

1. The English departments at the teacher training institutes were increased to seven. But very recently two institutes have been closed (Istanbul and Eskisehir), though there is talk of

opening another institute at Edirne. The Ministry hopes also to raise the status of the institutes to university level, by making the course a four-year one, leading to a degree rather than a diploma.

ii. Evening courses were for a time offered at all institutes, thus doubling the intake.

iii. A correspondence education scheme was started whose products would qualify as intermediate teachers. This scheme foundered in maladministration, however.

The new English departments got going quite well, with competent staff, until political agitation disturbed the routine and made a coherent programme virtually impossible. The evening class students were found to be of low initial level and low motivation. The correspondence school had a lot of difficulty in producing materials, and getting them to the students. This has killed the scheme. Thus, the teacher-supply problem is far from solved.

An annual summer school for teachers of English in state intermediate and secondary schools has been held with British Council and, some years ago, American, assistance. These have concentrated on the introduction of the new textbooks (see 4.1 below). British Council and ODA staff have also helped the Ministry run short in-service seminars for English teachers.

Apart from some Turkish Cypriots and various expatriates in English-medium schools, all the teaching staff are of Turkish nationality.

3.2 Higher education Staff of the English departments of the teacher training institutes are chosen by examination and interview from practising teachers, originally university or institute graduates. Most of them have taught for a while at Anadolu Lises (state language schools. See 1.4 above). The preparatory schools at English-medium universities and the schools of foreign languages at the Turkish-medium universities, which provide service-English courses, are also largely staffed by former school teachers. These institutions can also sometimes manage to take on native speakers who are not qualified to be employed under normal Ministry of Education rules. (See also 3.3.) University language and literature departments employ teachers by examination and interview, and promote them by a rigid system of qualifying stages.

3.3 Native speakers Native speakers were recruited by the State Anadolu Lises, but are now found only in the various types of private school mentioned in 1.4. At present, the salaries offered are insufficient to attract many teachers from Britain. The British Council and ODA used to provide staff for the teacher training institutes, at Ministry of Education request, but these have now all been phased out, largely because of the uncertain state of the institutes and the professional difficulties faced by native speakers working in them. English-medium university preparatory schools employ native-speakers by local contract, though in the past some have been supplied from official British and American sources. At present, there is a KELT (ODA) adviser at Cukurova University, Adana and a lecturer (British Council) at the department of English language and literature, Ankara University. The recruitment and employment of native speakers is a lengthy and often frustrating process, due to the severe bureaucratic delays inherent in the Turkish administrative system. Teachers have to suffer interminable

waiting before travelling out, before beginning work, and before getting paid.

4. Teaching Materials

4.1 Schools 'A Direct Method English Course' by Professor E V Gatenby, written during the author's long stay in Turkey during and after the Second World War, has now been phased out of use in state intermediate and secondary schools. Its replacement, 'An English Course for Turks', has been prepared by a group of Turkish teachers assisted by an ODA-supplied adviser (now the KELT adviser at Cukurova University) under the auspices of the Council of Europe Foreign Language Teaching programme. The last of the six books of this course, for lise 3, is shortly to be introduced to schools (1980).

Picture sets, flash cards, flannelboard figurines, filmstrips and teachers' books accompany the pupils' books. Cassettes for the language drills are to be issued.

The English-medium state and private schools can choose their own courses. At present, most are using 'Target', 'Mainline Progress/ Skills', 'Access to English', and 'Interaction', with various other materials, such as 'Reading for Adults' and 'First Certificate Themes'.

4.2 Universities The English-medium universities use in their preparatory schools the 'Kernel' series (One, Intermediate, Plus), which are locally published, supplemented by 'Basic English for Science', titles from the 'Focus' and 'Nucleus' series, cyclostyled readings from textbooks, and locally-written materials. Middle East Technical Preparatory School has its own materials written by staff from the school. Some attempt is now made to divide up students according to their intended major subjects. The schools of foreign languages at other tertiary institutions use a variety of courses. For 'general English', the Kernel series is popular. 'Access to English' and 'Practice and Progress'/'First Things First' are also found. Those teachers who try to relate materials to students' degree subjects use 'Focus' and 'Nucleus' titles, with cyclostyled readings from textbooks (for 'reading comprehension' and 'translation').

4.3 Teacher training institutes These use many different coursebooks and other materials. There is often a lack of coordination between the elements of the syllabus and the teachers who teach them, in both aims and methods. The courses most used at present are the 'Kernel' series, and Alexander's various courses. The two ELT methods texts most widely used are by Patricia E Mathews and Dr Ahmet Ozen, both printed by Gazi Teacher Training Institute.

4.4 Use of teaching aids and resources Practically all the universities and teacher training institutes, and a good many English-medium schools, have language laboratories. The use made of them varies from intensive and effective in the preparatory schools of English-medium universities to a complete waste of the potential of the equipment, or even its total disuse. Libraries are usually poorly-stocked, and little used, because the element 'reading', which figures prominently in all syllabi, is interpreted as meaning the interminable reading aloud of a few texts each year. The use of a library, at any level, as a resource centre, and the concept of controlled extensive out-of-class reading, are rarely found, though ODA book presentations until recently have been made to many of the institutions here discussed.

4.5 Foreign Languages Development Centre (Turkish Ministry of Education) This Centre, set up under the same Council of Europe programme as that which gave birth to the new textbooks, is the base for the Textbook Commissions for English, French and German. It contains a library of books and equipment, and issues a newsletter for English teachers. With the ending of phase 1 of the Council of Europe Plan for the Development of Modern Language Teaching in Turkey (end 1979), its role in phase 2 has still to be defined and established, but it will doubtless continue to be involved in in-service training, and perhaps also in pre-service training, which will be a new departure.

## 5. English outside the Educational System

All major cities have privately-run schools (dershane) aimed principally at preparing students for school and university-entrance examinations. Their curricula include languages, but a strictly exam-orientated grammar-style is used. This is also seen from 'study guides' to school and examination subjects, and translated versions of English Language coursebooks, produced by the same people for the same purpose. Higher quality language schools also exist, mainly in Istanbul. Some of these offer commercial skills. International House has established a toe-hold in Ankara and Izmir. The two Turco-British Associations in Ankara and Istanbul have severed their financial and administrative ties with the Council, and continue as independent cultural associations, offering language classes of reasonable quality. The Council maintains a friendly relationship with them on the professional, advisory level, and collaborates with their cultural programmes.

## 6. British Support for Teaching English

6.1 The Council/ODA assisted the Ministry of Education, under the Council of Europe Plan for the Development of Modern Language Teaching in Turkey, in the preparation of the new English language textbook series for intermediate and secondary schools. An ODA-funded textbook adviser guided the work of the English Language Textbook Commission established under the Plan. Phase 1 of the plan ended in 1979, and negotiations are proceeding with the Ministry as to the form British assistance under phase 2 might take. The main emphasis will probably be on the improvement of teacher training, both pre-service and in-service.

6.2 Support directed to the teacher training institutes has been the award annually of two British Council/Council of Europe scholarships to institute staff and, this year, an agreement to offer five one-year ODA-funded TC fellowships to teacher-trainers.

A series of summer schools in Turkey for institute staff is also being planned, to follow up the earlier series for intermediate and secondary teachers.

6.3 At the university level, a KELT post was opened in the School of Foreign Languages, Cukurova University, Adana, in February 1980. There is a Formula post at Ankara University English Literature Department. British Council one-year scholarships have been awarded to university language teachers, and 10 to 15 language teachers yearly are given Council Bursaries or Hornby Trust awards to attend British Council three-week summer schools. Seminars on aspects of language teaching, with specialists brought in from the UK, have been and will continue to be held at the universities.

6.4 While direct financial and material support of the Turco-British Associations has ceased, professional ties remain, and will continue

to remain, close. ELT Seminars for staff are held at the TBAs with Council assistance, and Bursaries/Hornby Trust awards are made available for staff to attend summer schools.

7. American Support for the Teaching of English

The decline in American involvement in Turkish education has continued with the deterioration in political relations between the two countries. The Georgetown University programme for teacher training institutes is now far in the past, although some of the materials it produced or encouraged, such as P E Mathews' and Ahmet Ozen's ELT methods texts are still widely referred to. There are now no US Government Agency-sponsored teachers of English working in Turkish institutions apart from the locally-engaged American Director of Studies in the Turkish-American Association, Ankara.

The official American presence now consists of:

7.1 Five Turkish-American Associations: Ankara (1), Istanbul (2), Izmir (1) and Adana (1). Three of these are barely recognised by USICA. The TAAs in Ankara and Izmir receive modest financial support, and the TAA Ankara has a locally-engaged, but USICA-funded, Director of Studies. Total annual enrolment is probably about 3,400.

7.2 USICA maintains libraries which are usually located in the association premises. The Ankara USICA also has a set of VTR equipment which is loaned to the associations and other interested Turkish institutions. Neither USICA nor the TAAS have any in-service programmes except for the TAA teaching staff.

7.3 USICA-produced English teaching materials, and commercial publications, are presented to institutions (mainly universities).

7.5 Visitors and scholarships under the Fulbright scheme (but not at present for ELT).

7.6 A full-time English Teaching Officer was appointed to USICA in 1979 (duties similar to those of Council ELO).

8. Other Countries

None at present, as far as known.

9. Summary and Prospects

The tasks facing those wishing to improve English Language teaching in Turkey are:

9.1 In state schools To achieve a significant improvement in the standard of English among the graduates of non-English-medium schools, so that they can follow courses at English-medium universities without needing as much as one year's intensive re-teaching, and use English-medium material met with in job-situations or further education with a minimum of additional teaching.

9.2 In English-medium schools To realise their proper potential by increasing the elements of study-skills, reading and listening comprehension through English.

9.3 In teacher training institutes and University Departments producing teachers of English To rationalise fragmented curricula, and

ensure enough practical training in teaching skills (ELT and general). To ensure that staff are familiar with teacher training procedures for ELT, and the new textbooks.

9.4 In English-medium universities To arrive at a set of teaching materials for the preparatory schools, sensitive to the differing entry levels, and to the students' academic needs, and to ensure that staff are trained to use these materials.

9.5 At Turkish-medium universities and other tertiary institutions To direct the language courses offered by the Foreign Language Schools/ Departments towards the immediate study skills required by the students and, in general, to rationalise and coordinate programmes.

9.6 In in-service training To relate the new textbooks to classroom situations by frequent in-service training of intermediate and secondary teachers. To run in-service courses for teacher training institute staff (a) to familiarise them with the new textbooks, (b) to prepare them to work on in-service courses for schoolteachers.

If this Profile is more than a year old further up-to-date information may be found in ETIC Archives.

ENGLISH TEACHING INSTITUTIONS IN TURKEY

A. English-medium Universities giving intensive preparatory year of English:

1. Orta Dogu Teknik Universitesi, Hazirlik Okulu (Middle East Technical University Preparatory School), Balgat, Ankara.

2. Orta Dogu Teknik Universitesi, School of Foreign Languages, Gaziantep Kampusu, Gaziantep.

3. Bogazici Universitesi, Yabanci Diller Yuksek Okulu (Higher School of Foreign Languages), PK 2, Bebek, Istanbul.

4. Hacettepe Universitesi Yabanci Diller Hazirlik Okulu (Foreign Languages Preparatory School), Beytepe, Ankara. The University itself is Turkish-medium, except for the Medical Faculty and Department of English Language and Literature, but with an intensive preparatory year of English.

B. University Departments of English Language and Literature

1. Ankara Universitesi, Dil Tarih ve Cografya Fakultesi, Ingiliz Dili ve Edebiyati Bolumu, Ankara.

2. Hacettepe Universitesi, Sosyal ve Idari Bilimler Fakultesi, Ingiliz Dili ve Edebiyati Bolumu, Beytepe, Ankara.

3. Istanbul Universitesi, Edebiyat Fakultesi, Ingilizce Filolojisi Bolumuk, Laleli, Istanbul.

4. Ataturk Universitesi, Edebiyat Fakultesi, Ingiliz Dili ve Edebiyati Bolumu, Erzurum.

5. Selcuk Universitesi, Edebiyat Fakultesi Ingiliz Dili ve Edebiyati Bolumu, Konya.

6. Ege Universitesi, Edebiyat Fakultesi, Ingiliz Dili ve Edebiyati Bolumu, Bornova, Izmir.

7. Bogazici Universitesi, Ingiliz Dili ve Edebiyati Subesi, PK 2, Bebek, Istanbul.

C. University and University level departments with a teacher-training component:

1. Ankara Universitesi, Dil Tarih ve Cografya Fakultesi, Ingiliz Dili ve Edebiyati Bolumu, Ankara.

2. Istanbul Universitesi, Yabanci Diller Yuksek Okulu, (Higher School of Foreign Languages), Beyazit, Istanbul.

3. Hacettepe Universitesi, Sosyal ve Idari Bilimler Fakultesi, Ingiliz Dili ve Edebiyati Bolumu, Beytepe, Ankara.

4. Ataturk Universitesi, Yabanci Diller Yuksek Okulu.

5. Ataturk Universitesi, Edebiyat Fakultesi, Ingilizce Filolojisi Bolumu, Erzurum.

6. Bogazici Universitesi, Faculty of Arts and Science, Department of Linguistics and Literature (B7 above).

D. Teacher Training Institutes (Egitim Enstitulcri)

1. Gazi Egitim Enstitusu, Besevler, Ankara.

2. Istanbul Ataturk Egitim Enstitusu, Fikirtepe, Istanbul.

3. Izmir Egitim Enstitusu, Buca, Izmir.

4. Diyarbakir Egitim Enstitusu, Diyarbakir

5. Selcuk Egitim Enstitusu, Konya.

6. Eskisehir Egitim Enstitusu, Eskisehir.

7. Hatay Egitim Enstitusu, Hatay.

(Note; 2 and 6 are likely to close)

E. University Departments or Schools giving foreign language courses (English, sometimes also French and German) for students from different faculties

1. Ankara Universitesi, Siyasal Bilgiler Fakultesi, Yabanci Diller Okulu, Cebeci, Ankara (Political Science).

2. Ankara Universitesi, Tip Fakultesi Yabanci Diller Okulu, Cebeci, Ankara (Medicine).

3. Ankara Universitesi Siyasal Bilgiler Fakultesi, Basin ve Yayin Yuksek Okulu, Cebeci, Ankara (Journalism and Media).

4. Ankara Universitesi, Ziraat Fakultesi, Yabanci Diller Okulu Diskapi, Ankara (Agriculture)

5. Orta Dogu Teknik Universitesi (Middle East Technical University), Beseri Ilimler Fakultesi (School of Humanities), Ingilizce Bolumu, Balgat (optional literature and compulsory English language courses).

6. Bogazici Universitesi On Lisans Yuksek Okulu, Ingilizce Bolumu, PK 2, Bebek, Istanbul.

7. Istanbul Teknik Universitesi, Yabanci Diller Okulu, Gumussuyu, Istanbul.

8. Istanbul Universitesi, Yabanci Diller Okulu, Kirazli, Suleymaniye, Istanbul.

9. Ege Universitesi, Yabanci Diller Okulu, Bornova, Izmir.

10. Karadeniz Teknik Universitesi, Yabanci Diller Yuksek Okulu, Trabzon.

11. Cukurova Universitesi, Yabanci Diller Yuksek Okulu, Adana (Agriculture; Medicine; Basic Science; Administration).

12. Diyarbakir Universitesi, Yabanci Diller Yuksek Okulu, Diyarbarkir (Medicine; Science).

13. Bursa Universitesi, Yabanci Diller Yuksek Okulu, Bursa (Medicine; Economics; Mechanical Engineering; Veterinary; Electrical Engineering).

The following Universities are recently established and will no doubt acquire service English departments in time:

14. Selcuk Universitesi, Konya.

15. 14 Mayis Universitesi, Samsun.

16. Firat Universitesi, Elazig.

17. Anadolu Universitesi, Eskisehir.

18. Cumhuriyet Universitesi, Sivas.

19. Inonu Universitesi, Malatya.

F University-level Academies of Engineering and Architecture, with Foreign Language Schools or Departments offering service English.

1. Ankara Devlet Muhendislik Mimarlik Akademisi, Maltepe, Ankara.

2. Istanbul Devlet Muhendislik Mimarlik Akademisi, Yildiz, Istanbul.

3. Izmir Devlet Muhendisiik Mimarlik Akademisi, Buca, Izmir.

4. Elazig Devlet Muhendislik Mimarlik Akademisi, Elazig.

5. Eskisehir Devlet Muhendislik Mimarlik Akademisi, Eskisehir.

6. Konya " " " " Konya.

7. Sakarya " " " " Adapazari.

8. Balikesir " " " " Balikesir.

9. Denizli " " " " Denizli.

10. Edirne " " " " Edirne.

11. Isparta " " " " Isparta.

12. Kayseri " " " " Kayseri.

13. Kocaeli " " " " Izmit.

G. University-level Academies of Economic and Commercial Science with Foreign Language Schools or Departments offering service English.

1. Ankara Iktisadi ve Ticari Ilimler Akademisi, Ankara.
2. Istanbul " " " " " Sultanahmet, Istanbul.
3. Adana " " " " " Adana.
4. Bursa " " " " " Bursa.
5. Eskisehir " " " " " Yabanci Diller Enstitusu, Eskisehir.

H. State Secondary Schools (Lises) with intensive English and English-medium science subjects.

1. Ankara Anadolu Lisesi, Altindag Adliyesi Arkasi, Yildirim Beyazit Meydani, Ankara.
2. Istanbul Anadolu Lisesi, Kadikoy, Istanbul.
3. Izmir Anadolu Lisesi, Bornova, Izmir.
4. Bursa Anadolu Lisesi, Bursa.
5. Konya Anadolu Lisesi, Konya.
6. Eskisehir Anadolu Lisesi, Eskisehir.
7. Diyarbakir Anadolu Lisesi, Diyarbakir.
8. Samsun Anadolu Lisesi, Samsun.
9. Adana Anadolu Lisesi, Adara.
10. Erzurum Anadolu Lisesi, Erzurum.
11. Gaziantep Anadolu Lisesi, Gaziantep.

I. State Secondary Schools (Lises) with extra hours of English.

1. Fen Lisesi, Balgat, Ankara (Science).
2. Deneme Lisesi, Bahcelievler, Ankara (experimental).
3. Ataturk Kiz Lisesi, Serencebey Yokusu, Yildiz, Istanbul.
4. Ataturk Erkek Lisesi, Taksim, Istanbul.

J. Private Schools giving intensive English and most courses in English medium.

1. Ingiliz Lisesi, Nisantasi, Istanbul (English Boys' High School).
2. Ingiliz Kiz Orta Okulu, Nuriziya Sokak, Beyoglu, Istanbul, (English Girls' High School).

3. Darussafaka Lisesi, Fatih, Istanbul (Private Turkish Charity Foundation).

(Note: 1 and 2 have recently been taken over by the Ministry of Education, and are therefore no longer 'private').

K. Private Schools, originally American-founded, giving intensive English and some English-medium courses:

1. Robert Lisesi, Istanbul.

2. Amerikan Kiz Lisesi, Uskudar, Istanbul (Girls).

3. Amerikan Erkek Lisesi, Tarsus, Icel (Boys).

4. Amerikan Kiz Lisesi, Goztepe, Izmir (Girls).

L. Private Schools, run by the Turkish Educational Foundation (T.E.D.) giving intensive English and English-medium science subjects:

1. Ankara Koleji, Ziya Gokalp Caddesi, Ankara (primary, intermediate and secondary).

2. Kayseri Koleji, Kayseri (primary, intermediate and secondary).

3. Eregli Koleji, Eregli, Zonguldak (primary, intermediate and secondary).

4. Karabuk Koleji, Karabuk, Zonguldak (primary, intermediate and secondary).

5. Zonguldak Koleji, Zonguldak (secondary).

M. Other Private Schools giving intensive or semi-intensive English

1. Yukselis Koleji, Maltepe, Ankara.

2. Galatasaray Lisesi, Istanbul.

3. Amiral Bristol Hastahanesi Ozel Hemsire Okulu, Nisantasi, Istanbul.

4. Alman Lisesi, Tunel, Istanbul.

5. Ozel Turk Lisesi, Kopru, Izmir.

6. Ozel Camlaralti Lisesi, Izmir.

7. Ozel Fatih Lisesi, Izmir.

8. Hamdullah Emin Pasa Lisesi, Alanya.

9. Ozel Ayas Lisesi, Adana.

10. Ozel Icel Lisesi, Mersin, Icel.

11. Ozel Antakya Ata Lisesi, Antakya, Hatay.

12.Ozel Ihsan Cizakca Lisesi, Bursa.

13.Ozel Namik Sozeri Lisesi, Bursa.

N. Military secondary schools giving intensive preparatory year and English-medium science subjects

1. Kuleli Askeri Lisesi, Cengelkoy, Istanbul (Army School).

2. Deniz Harb Okulu, Heybeliada, Istanbul (Navy School).

3. Hava Harb Okulu, Guzelyali, Izmir.

O. Government institutions, including Armed Forces and Private Commercial Firms.

1. Devlet Lisan Okulu, Besevler, Ankara (State Language School: intensive courses for government employees.)

2. Deniz Kuvvetler Yabanci Diller Okulu, Golcuk, Kocaeli (Naval Language School).

3. Hava Kuvvetleri Lisan Okulu, Guzelyali, Izmir (Air Force Language School).

4. P.T.T. Egitim Merkezi, Ankara (Post Office).

5. Devlet Karayollari Lisan Merkezi, Ankara (Highways).

6. Devlet Hava Meydanlari Isletmesi, Besevler, Ankara (Airports).

7. Lisan Egitim Sefi, Yesilkoy, Istanbul (Turkish Air Lines).

8. SAP Enstitusu, Balgat, Ankara (Veterinary).

9. Gida Kontrol ve Arastirma Merkezi, Mudanya Yolu, Bursa (Food Research).

10.Turkiye Bankalar Dernegi Egitim Merkezi, Istanbul (Bank employees).

11.Bankalar Birligi, Mithat Pasa Cad., Sihhiye, Is Bankasi, Ankara.

12.Petkim Sanayii, Izmit, Kocaeli (Petrochemical).

13.Eregli Komur Isletmesi Lisan Merkezi, Zonguldak (Coal Mining).

14.Demircelik Lisan Laboratuvari, Yenisehir, Karabuk, Zonguldak (Steel).

P. Language Schools: British and American Cultural Associations

British

1. Turk-Ingiliz Kultur Dernegi (Turco-British Association), Dr Mediha Eldem Sokak 27, Yenisehir, Ankara.

2. Istanbul Turk-Ingiliz Kultur Dernegi, Suleyman Nazif Sokak 10, Nisantasi, Istanbul.